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ABSTRACT

Articles in this book on early second language learning are presented in 13 categories, with each category containing 4 to 7 papers. The categories include the following: the advantages and disadvantages of FLES (elementary school foreign language programs), FLEX (foreign language exploratory programs), and immersion program models; at what age an elementary school foreign language program should begin; whether foreign language education is for all learners, including students with disabilities; which languages young students should learn, including less commonly taught languages; content-based language instruction; ways in which technology can be used to promote language learning; challenges of articulation and some solutions; assessing the foreign language abilities of the early language learner; useful strategies when advocating for the initiation of early second language programs; considerations in implementing an elementary school early language program; useful strategies for maintaining early language programs; the training, skills, and qualifications of teachers; and priorities for a research agenda. (MSE)

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